

PGED1012 Pedagogical Studies SEN/Inclusive Education

PGED1012

MODULE DESCRIPTOR

ECTS credits ¹	5	Programme	Professional Masters of Education
NQF level	9	School	School of Education
Stage	2	Module Co-ordinator	Dr Isobelle Mullaney
Trimester	1	Module Team	School of Education staff
Contact	Catherine Creagh, School Administrator: creaghc@staff.ncad.ie		
Responsibility	The NCAD Academic Council and the School of Education Board have responsibility for this module.		

1. Introduction

This module is designed to equip students with the knowledge and skills necessary to design, deliver and evaluate an art and design unit of learning (UoL) in an educational setting; second level school, SEN site and/or alternative education settings. This placement offers an opportunity for students to experience and understand art/design in the context of special/ inclusive education. Students will be afforded the opportunity to design and implement appropriate units of learning to promote inclusive practice and meet the needs of all learners/service users.

Students will develop ideas and methodologies for practical implementation and develop skills in collaborative learning, reflection and self-evaluation. Students will plan and facilitate an inclusive Unit of Learning (UoL) specifically catering for the needs of all the learners in their care. Students will submit planning, keep a visual diary and present on the teaching and learning experience. PME student teachers will mentor BA students and work collaboratively at the planning stage of the process.

The aims of this module are to:

- Develop an understanding of inclusive education.
- Foster a positive attitude to inclusive practices and policies.
- Outline and demonstrate processes of individualised education planning and implementation of learning experiences which feature differentiated content (material taught), process (methods, materials and activities used) or outcomes (ways pupils demonstrate their learning).
- Utilise suitable teaching and learning methodologies, materials and arrangements.
- Mentor student teacher/s to engage in collaborative learning to prepare to work in inclusive or exclusive education settings specifically in relation to meeting the needs of all learners.

¹ European Credit Transfer and Accumulation System, where 60 ECTS credits equate to the workload of a full-time academic year (two trimesters)

2. What will I learn?

On successful completion of this module students will be able to:

1. Recognise the characteristics of art education in inclusive education and engage appropriately in that area.
2. Design, deliver and evaluate an art and design an inclusive UoL in an educational setting (that satisfies national curriculum and policy) to match the needs of all learners in their care.
3. Learn collaboratively engaging with peers and mentoring others.
4. Facilitate learners with special needs and/or disadvantage to develop confidence through practical involvement in the visual arts.
5. Self-evaluate and reflect on the UoL through a final presentation.

Module content

Inclusive education

Teaching strategies and methods

Units of Learning

Individualised learning plans

Assessment and Reflection

3. How will I learn?

Learning tool	Hours
Lectures, workshops, tutorials, blended delivery	30
Specified Learning Activities, Placements	30
Autonomous Student Learning, tutorial feedback	40
Total Workload	

4. What learning supports are provided?

Digital Presentations and notes

Group and Individual tutorials

Workshops with experts in the fields of SEND

Reading and Website List:

- Inclusive Education Framework: A guide for schools on the inclusion of pupils with special educational needs (https://ncse.ie/wp-content/uploads/2014/10/InclusiveEducationFramework_InteractiveVersion.pdf) Department of Education and Science (DES) (2007).
- Inclusion of students with special educational needs: Post-Primary Guidelines. Dublin: Government Publications. Department of Education and Science (DES) (2007).

- Special Educational Needs: A Continuum of Support – Guidelines and Resource Pack for Teachers. Dublin: Government Publications.

5. Am I eligible to take this module?

Module Requisites and Incompatibles

Pre-requisites	None
Co-requisites	None
Incompatibles	None
Prior learning	Where a student can demonstrate that they have achieved at least 80% of the learning outcomes of this module, by academic certified achievement, or through quantifiable and documented experience, they can apply to the School for that prior learning to be recognised. Applications must be received prior to the commencement of delivery of the module.
Recommended	None

6. How will I be assessed?

Assessment tool	% of final grade	Timing
Planning & documentation, participation and engagement	40%	During the trimester
Final Presentation	30%	At the end of the trimester
Inclusive Unit of Learning	30%	At the end of the trimester
Total	100%	

Assessment tool	Learning outcomes assessed
Planning & documentation, participation and engagement	1-4
Final Presentation	1-5
Inclusive Unit of Learning	5

7. Feedback, results and grading

Students will receive regular feedback on their development through individual and group tutorials. Students are required to fill out Tutorial Reports. Assessments are graded according to the [NCAD Grade Descriptors](#).

8. What happens if I fail?

This module would need to be repeated in the school year so the resit option is in Trimester 2.

9. When and where is this module offered?

This module is offered in Trimester 1. Lectures, workshops, seminars and tutorials will take place in the School of Education and/or online. Students will undertake the Inclusive UoL in their host school for school placement or a designated setting.

10. How will I have the chance to evaluate the module?

It is important to NCAD that students inform the development of teaching and learning at NCAD. We encourage all students to communicate their concerns and their observations about their study to members of staff so that any changes can be made in a timely manner.

About two-thirds of the way through the year, a student forum will be convened to gather students' comments about their study and the delivery of the programme. In addition, at the end of Trimester 2, students have the opportunity to complete an online evaluation of their study and experience at NCAD. Students are also encouraged to complete the Irish Student Survey of Engagement. These evaluation events are important to current and future students, to ensure we can enhance the delivery of programmes at NCAD.

In addition, students are invited to discuss their experience on the module with their lecturers at any point during the year. Students can also relay your comments to the class student representative who will communicate their comments to the staff.

**For further details on the content of your module and teaching arrangements,
consult your Programme or Module Handbook**